



Brassall State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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# From the Principal

## School overview

Brassall State School provides students with access to a high-quality education that equips them with the knowledge, skills and attitudes necessary for the future, and enables them to participate in and contribute to a culturally, socially and economically vibrant society. To achieve this purpose, our school focuses on maximising the learning outcomes of all students. Literacy and numeracy are the key focus of all teaching and learning at Brassall State School and these essential learning areas are purposefully connected to all learning experiences. The school maintains a focus on the teaching of reading and writing across all year levels. Our school endeavours to develop children to their full potential through a positive environment, developing respectful relationships and delivering quality programs to enhance their understanding and learning; academically, socially, physically and emotionally.

## School progress towards its goals in 2018

### R.E.A.D.

- **Reading:** Plan for the Literacy (**Reading**) demands of Australian Curriculum - English and Science to improve students' A-E results;
- **Engagement:** Create a positive learning culture to increase student **Engagement** in reading and learning;
- **Assessment:** Use **Assessment** to inform reading pedagogical practices; and
- **Differentiation:** **Differentiate** learning experiences to improve students' literacy, particularly reading outcomes.

<b>Goals</b>	<b>Strategies</b>	<b>Progress</b>
Plan for the literacy (reading) demands of Australian Curriculum - English and Science to improve students' A-E results.	<ul style="list-style-type: none"><li>-Collaboratively plan units of work at year levels for English, Mathematics and Science, and identify the literacy demands of the achievement standards and assessment tasks.</li><li>-Explicitly teach the necessary literacy demands.</li><li>-Build expert teaching teams to enhance student achievement in literacy through moderation and collaborative practices.</li><li>-Close the gap for Aboriginal and Torres Strait Islander students.</li></ul>	Achieved with on-going focus in 2019
Create a positive learning culture to increase student engagement in reading and learning.	<ul style="list-style-type: none"><li>-Consistent school-wide PBL processes.</li><li>-Focus on high expectations for every student with explicit reading goals.</li><li>-Reward students for meeting literacy expectations and for effort.</li><li>-Buzz needs you every day at Brassall SS.</li><li>-Strong community partnerships.</li></ul>	Achieved with on-going focus in 2019



<b>Goals</b>	<b>Strategies</b>	<b>Progress</b>
Use assessment to inform pedagogical practices.	<ul style="list-style-type: none"> <li>-Classroom walkthroughs with explicit feedback on pedagogical practices.</li> <li>-Embed a coaching and feedback culture.</li> <li>-Systematic curriculum delivery of Australian Curriculum: English, Mathematics, Science &amp; HAAS by building staff understanding, knowledge and pedagogical capacity.</li> <li>-Moderation practices against a standards based curriculum.</li> <li>-Triangulating data to inform consistent and reliable A-E achievement data.</li> </ul>	Achieved with on-going focus in 2019
Differentiate learning experiences to improve students' literacy, particularly reading outcomes	<ul style="list-style-type: none"> <li>-Case management meetings to build class profiles linked to further achievement for every student.</li> <li>-Differentiated instruction for every student in reading.</li> </ul>	Achieved with on-going focus in 2019

## Future outlook

- **Improve students' reading achievement through all learning areas of the Australian Curriculum**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>
Implement and monitor a consistent a whole school approach to classroom reading practices aligned to school's Literacy and Pedagogical Frameworks	100% of teachers	Sem 1 (implement) Sem 2 (monitor)
Use data to plan and implement effective reading strategies (Cameron, 2009)	100% of teachers use data to plan and set reading goals	Quarterly
Create inclusive opportunities for all students to reach their potential through differentiation	100% of teachers using differentiation placemat	Quarterly
Early intervention for identified students (support provisions, ICPs in OneSchool).	80% Prep PM7 80% Yr 1 PM16 80% Yr 2 PM22	Sem 1 Sem 2
Provide an intellectually challenging literacy environment that is inclusive of all students	75% students achieving at/above C in English	Sem 1 Sem 2
Provide release time for all teaching staff to engage in collaborative planning to develop a deeper understanding of the Australian Curriculum	100% of teachers	Quarterly



- **Improve students' writing achievement through all learning areas of the Australian Curriculum**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>
Implement and monitor a consistent whole school approach to classroom writing practices aligned to the school's Pedagogical Framework	100% of teachers	Sem 1 (implement) Sem 2 (monitor)
Use data to plan and implement effective writing strategies (Cameron & Dempsey 2013, Seven Steps to Writing Success)	100% of teachers use data to plan and set writing goals	Quarterly
Early intervention for identified students (support provisions, ICPs in OneSchool).	75% students achieving at/above C in English	Sem 1 Sem 2
Teachers provide an intellectually challenging literacy environment that is inclusive of all students	75% at/above C on writing moderation	Sem 1 Sem 2
Ensure consistency of teacher judgment through moderation processes and practices	100% of teachers	Quarterly

- **Consistently deliver the Positive Behaviour for Learning (PBL) Framework**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>
Continue engagement in PBL regional program and operate as a Tier 2 school.	SOS Parents S2012 80%	Sem 1 Sem 2
Continue to support professional learning and coaching of evidence based practice	SOS Students S2044 85%	Sem 1 Sem 2
Continue to enact Zones of Regulation and weekly Behaviour Matrix focus lessons	100% of teachers	Sem 1 Sem 2
Implement Berry Street Education Model	100% of teachers	Sem 2
Implement the Parent and Community Engagement Framework	100% of teachers	Sem 1

#### **Future Priorities:**

- Improve reading and writing for all students
- Lift the performance of our top students
- Develop a deep understanding of the Australian Curriculum
- Close the gap for Aboriginal and Torres Strait Islander students
- Improve the participation and achievement of students with disability

#### **Objectives:**

- Align teaching, assessing and reporting of the Australian Curriculum
- Implement and monitor the Pedagogical Framework
- Build strong partnerships that contribute directly to greater student success
- Do whatever it takes so that every student succeeds

#### **Guiding Questions**

- How are students doing in their learning?
- How do we know?
- What are we doing to improve students' learning?
- How do we know it is working?



# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	805	802	811
Girls	409	396	383
Boys	396	406	428
Indigenous	121	109	136
Enrolment continuity (Feb. – Nov.)	91%	93%	92%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Due to the school's proximity to the R.A.A.F Base Amberley, Brassall enrolls a number of children whose parents are members of the A.D.F. The school provides support for these children through Brassall's Defence Force funded Teacher Aide. The school also caters for a range of students with disabilities through a highly functional and inclusive Special Education Program.

Aboriginal and Torres Strait Islander students reflect almost 17% of the total school population. Brassall continued to implement a range of strategies to improve literacy and numeracy outcomes, attendance rates and community engagement for Indigenous students and their families.

In 2018 approximately 96% of Year 6 students at Brassall State School proudly attended State High Schools within the local district.

Housing in the area is a mix of owner-occupied and rental properties. Accommodation in the area is in high demand from families with school age children as the school is enrolment managed and experiences a good reputation within the community.



## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	21
Year 4 – Year 6	27	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

At Brassall State School our curriculum programs are developed using the Australian Curriculum and delivered using effective pedagogies. Our curriculum programs are engaging, relevant and contribute to our students' improved learning outcomes. The curriculum programs are supported by the Middle Leadership team which includes the Deputy Principals, Head of Curriculum, Head of Student Services, Early Years Coach, Pedagogy Coach, Head of Special Education, and Support Teachers - Literacy and Numeracy.

In 2018 the Brassall Way: Reading was embedded which provided a clearly outlined and consistent approach to the teaching of Reading. A collaborative approach to curriculum planning and its implementation was established across year level teams. Teachers collected meaningful student data and used this data to inform planning, teaching and assessing. School-wide targets for student achievement were set and monitored throughout the year.

Languages other than English (LOTE) provided Japanese Language lessons to students in Years 5 and 6. Japanese is also the LOTE offered at Ipswich State High School.

Indigenous perspectives were clearly embedded within the C2C units and supported at Brassall State School by the Indigenous Support Officer. Students from Prep to Year 6 were involved in a day of celebration recognising NAIDOC week. Children participated in a number of activities including storytelling, painting and Indigenous games.

Programs for students with (Low Incidence) Disabilities are developed in collaboration with relevant school staff, for the purpose of providing a flexible and customised learning experience based on each child's learning needs. A range of support measures for students with disabilities included: SEP classes, in-class support or a combination of both.

### Co-curricular activities

Brassall State School encourages students to participate in a wide variety of co-curricular programs in addition to the regular curriculum. These include:

- School Music Concerts and Public Performances
- Interschool Sports – Semester One and Two Programs
- Sport Gala Days
- Instrumental Music Programs
- Strings Ensemble
- Senior Band
- Choral Speaking
- Choir – Junior and Senior
- Glee Club
- Camps (Years 5 and 6)
- Excursions and Incursions (Twice yearly – All Year Levels).



## How information and communication technologies are used to assist learning

Students are explicitly taught ICT skills to enable them to be proficient users of the technology that is required to function in society and adapt to new technologies as they are introduced. Our teachers continue to grow and develop their capacity in the use of digital resources to maximise student learning across the curriculum.

Every learning environment is outfitted with an Interactive Whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular, allows the presentation and execution of resources that support the Australian Curriculum.

Every classroom has been provided a minimum of two networked computers. All computers have internet access and are linked to the Education Queensland Network to support student learning. The school maintains two computer laboratories with 30 computers. The computer labs are accessed weekly by all classes, to allow teachers to deliver explicit ICT lessons as part of the curriculum programs.

iPads are used across the school to provide students with an engaging form of technology to support their learning. The number of iPads has been increased to maximise the number of students accessing this resource. iPads are currently used with students on a one-to-one basis and for use in small group learning activities. Support staff also use iPads as a resource when providing learning support to students across the school. Information and Communication Technology is used at Brassall State School to enhance and support student learning.

## Social climate

### Overview

2018 was our sixth year of our Positive Behaviour for Learning (PBL) framework being embedded across our school. Our work in this area resulted in Brassall becoming a **PBL Demonstration School**, recognising our excellent behaviour management processes.

Buzz, our Brassall B mascot, continued to appear throughout the school on signage designed to remind everyone of our expectations – Be Respectful, Be Responsible, Be Safe, and Be a Learner.

The Head of Student Services role continued, working with students demonstrating challenging behaviours by implementing behaviour and attendance plans. The Student Services Teacher Aides continued to assist in classrooms and lead projects to support students 'at risk'. These included construction, art, cooking and gardening.

The Tier 1 PBL Leadership Team continued to meet fortnightly and outcomes from these meetings and behaviour data were regularly shared in the Weekly Buzz and at staff meetings. The Tier 2 Student Support Framework continued to develop. Our PBL Reward program enables students to earn Pollen Points that help our students celebrate Buzz Card positive milestones, with Buzz Postcards being handed to students for participating in various activities such as sausage sizzles, ice creams, games & music, extreme games, jumping castles and other activities.

A School Chaplain worked 2 days per week to provide pastoral care and supportive strategies to enhance the social and emotional wellbeing of our children. Our school's Indigenous Liaison Officer continued to improve the educational outcomes of our ATSI students and the involvement of ATSI parents within our school community.

Our Defence Force Transition Aide supported Defence Force families by establishing strong connections between Defence Force students and encouraging regular participation in school life for their families.

At Brassall State School, we believe that while a child's individual circumstances need to be considered, as do the rights of other children to engage in learning and feel safe in the school environment.



## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	90%	94%
• this is a good school (S2035)	94%	96%	91%
• their child likes being at this school* (S2001)	96%	98%	97%
• their child feels safe at this school* (S2002)	96%	92%	91%
• their child's learning needs are being met at this school* (S2003)	90%	90%	83%
• their child is making good progress at this school* (S2004)	94%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	94%	98%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	89%
• teachers at this school motivate their child to learn* (S2007)	94%	90%	86%
• teachers at this school treat students fairly* (S2008)	92%	87%	74%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	94%
• this school works with them to support their child's learning* (S2010)	92%	91%	100%
• this school takes parents' opinions seriously* (S2011)	92%	96%	91%
• student behaviour is well managed at this school* (S2012)	94%	85%	68%
• this school looks for ways to improve* (S2013)	94%	96%	91%
• this school is well maintained* (S2014)	98%	98%	89%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	93%	96%
• they like being at their school* (S2036)	94%	89%	96%
• they feel safe at their school* (S2037)	93%	88%	94%
• their teachers motivate them to learn* (S2038)	98%	95%	97%
• their teachers expect them to do their best* (S2039)	100%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	96%
• teachers treat students fairly at their school* (S2041)	88%	78%	96%
• they can talk to their teachers about their concerns* (S2042)	83%	88%	92%
• their school takes students' opinions seriously* (S2043)	93%	82%	90%
• student behaviour is well managed at their school* (S2044)	75%	66%	85%
• their school looks for ways to improve* (S2045)	98%	92%	96%
• their school is well maintained* (S2046)	96%	88%	95%



Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	94%	95%	97%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	97%	89%
• they feel that their school is a safe place in which to work (S2070)	98%	92%	90%
• they receive useful feedback about their work at their school (S2071)	98%	93%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	95%	100%
• students are encouraged to do their best at their school (S2072)	99%	100%	97%
• students are treated fairly at their school (S2073)	98%	97%	93%
• student behaviour is well managed at their school (S2074)	96%	89%	77%
• staff are well supported at their school (S2075)	98%	93%	81%
• their school takes staff opinions seriously (S2076)	94%	94%	86%
• their school looks for ways to improve (S2077)	99%	99%	94%
• their school is well maintained (S2078)	95%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	94%	94%	92%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parental involvement is encouraged and ample opportunities exist at various levels to enable parents to be engaged to a level that they are comfortable with. This involvement ranges from attendance at events and functions to volunteering to assist in classrooms, through to involvement at a decision making level through the P&C Association.

Brassall's energetic P&C Association works cooperatively within the whole school and supports the operation of a Tuckshop and Uniform Shop.

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of school programs and events including School Wide Positive Behaviour Support, Discos, the ANZAC Day Commemoration and they play an active role in raising much needed funds for school resources.

Performing Arts are an integral part of the culture at Brassall State School, supporting Literacy through participation in Choral Speaking and Choir groups. The Performing Arts Support Group (consisting of teachers and parents) assist in the execution of public performances.

Parent/Teacher interviews are offered twice per year and are a valuable opportunity for parents and caregivers to be kept informed of their child's progress, as well as to share any concerns with the classroom teacher.



## Respectful relationships education programs

The *Respectful relationships education program* is part of a broader multi-departmental commitment to ending domestic and family violence. By implementing the Respectful relationships education program, we provide students with opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making.

The Prep to Year 6 programs are aligned to the Australian Curriculum: Health and Physical Education and are delivered through this learning area. Specialised resources for schools and teachers are used which include program guidelines, teaching overviews and resources for each year level.

The school has developed and implemented a variety of programs that focus on appropriate, respectful, equitable and healthy relationships.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	130	97	254
Long suspensions – 11 to 20 days	0	0	5
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

During 2018 the school continued to maintain many sustainable initiatives including solar panels, paper and cardboard recycling, water tanks and vegetable gardens. Staff meetings feature snapshot segments on environmental sustainable practices which teaching and non-teaching staff are encouraged to incorporate into daily activities. The school's Workplace Health and Safety Officers and Business Manager regularly monitor water usage in key areas including toilets and irrigation.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	235,442	233,265	231,240
Water (kL)		3900	5117

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.



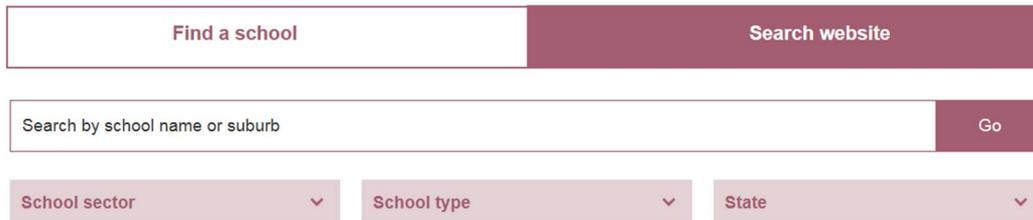
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	57	33	5
Full-time equivalents	52	25	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	5
Bachelor degree	47
Diploma	5
Certificate	

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$ 31 800

The major professional development initiatives were as follows:

- Western Hub – capacity building
- Beginning Teacher Mentor training
- QCAA workshops
- Reading Conferences/Workshops (The Reading Centre)
- Inclusive Practices
- Pedagogical Coaching – Case Management
- Leadership Development (QASSP, PDN)
- Essential Skills (Behaviour Management)
- Cluster workshops: Australian Curriculum
- OneSchool training
- Literacy/Numeracy Intervention

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	90%
Attendance rate for Indigenous** students at this school	90%	88%	85%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	92%
Year 1	94%	92%	89%
Year 2	93%	92%	90%
Year 3	93%	92%	89%
Year 4	93%	92%	90%
Year 5	93%	93%	91%
Year 6	90%	93%	89%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

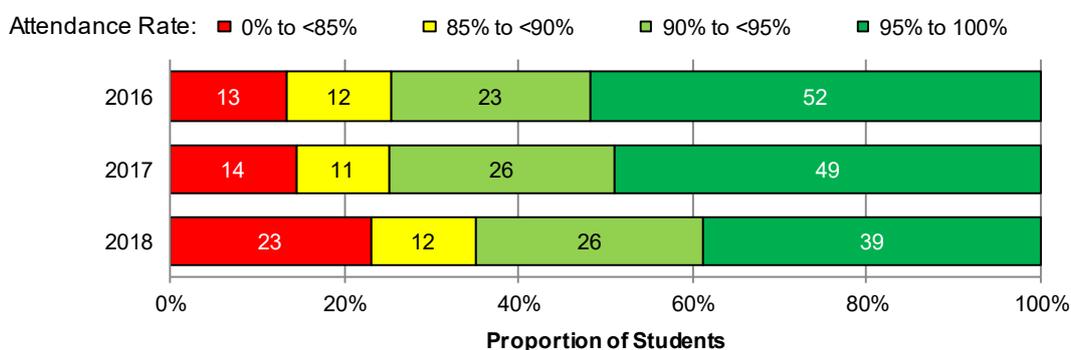
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

High rates of attendance is considered to be of great importance. We regularly communicate the message that Buzz Needs You at Brassall every day to all students, parents and the wider school community! The research behind regular attendance and achievement is discussed and shared with parents through a variety of forums and mediums and we regularly celebrate achievements such as Improved Attendance (Student of the Week), 100% Individual Student Attendance (Certificate per Term / Semester) and 100% Whole Class Attendance (weekly).

Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by a member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called for an explanation and are given the information regarding the requirements of compulsory participation. Continual absences are followed by formal letters. We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Enforcement of Attendance occurs when all efforts from the school are unsuccessful. Rolls are marked twice each day, in the morning and in the afternoon. All staff receive instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education, Queensland.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.



2. Enter the school name or suburb of the school you wish to search.

Find a school		Search website	
Search by school name or suburb			Go
School sector	▼	School type	▼
State		▼	

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

